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English/Language Arts

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Social Studies



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Activity #3.....	SS 7-8

Student Letter to the Reviewer



Letter to the Reviewer



My



name

is

Travis



I am

10

199_2

years



old.



I

am

in



Mrs. Shaw's

class

at



Elementary



School.



This



book

is



some

of



my



work.

Family Matters

PERMISSION FORM

Date: 9-27-02

I give my permission for the T.P.E.S. school to take pictures,
video or audiotape of my son or daughter Travis

I understand that this will be included in my son's or daughter's state assessment and will
be used for educational purposes only. Any reproduction of my son's or daughter's
assessment for state scoring training will require that all identifying information be
removed.

Signed: Elizabeth _____ Parent/Caregiver

Parent Validation Letter

I Elizabeth (parent/caregiver) for Travis (student's name) have seen his or her TCAP-Alt assessment and agree with the contents.

Signed:

Elizabeth

Date:

2.28.03

Comments:

he has done really good things about
Self help thing he's doing alot more on
his own not asking for help - he's zipping
his coat & pants on his own and noticing
everything anything different he notices for
example if I vacuum & dust or clean or mop
that evening he comes from school he shows me
that he notices it. I'm very very proud of
it.

Parent Validation Survey

Person providing survey information about the student: Eliab 2.28.03
(Signature) (Date)

Person recording answers to survey questions: Eliab 2.28.03
(Signature) (Date)

- ☒ Parent/teacher conference interview at school
☐ Parent/teacher interview at home
☐ Telephone interview
☐ Parent(s) complete the interview at home

Teacher directions:

The validation survey is a communication tool with three main purposes:

1. To determine if the parents have seen the portfolio,
2. To determine if the parent understands how the portfolio is related to the goals and benchmarks of the IEP, and
3. To determine if the student's progress with targeted skills is generalizing to activities at home and in the community.

Given these purposes it is imperative that parents are involved in completing this survey, whether it is sent home or used as an interview instrument. The survey can be the beginning of a dialogue concerning the educational needs of the child and how the teacher and parent(s) can work together to meet those needs efficiently and consistently across settings.

Please write in the space provided the targeted skill(s) the student has been working to achieve. Attempts to contact parent(s) for completing this survey should be documented on the contact log in the student's IEP folder. If using the survey as an interview instrument, document by name the person giving information and the person recording information about this student. During the interview, have the parent/ guardian describe what they know about their child in each academic area.

1) The student's Language Arts targeted skill(s):

Follow one step directions
he sees his daddy with newspaper and daddy tells him
to get his eye the so he goes and it

Have you seen your child use the Language Arts targeted skill at home or in the community?

- ☒ YES
☐ NO

COMMENTS:

his doing alot of independent things sometimes without asking
to

The student's Mathematics targeted skill(s):

One to one correspondence

Coloring is painting or one to one things are what he wants but sometimes he attempts to draw by himself

Have you seen your child use the mathematics targeted skill(s) at home or in the community?

☒ YES

☐ NO

COMMENTS:

He give him money when we go places and he has to have money to get them like the children store Walmart.

2) The student's Social Studies targeted skill(s):

Imitate body movements

he copies his daddy alot when he does things.

his doing so much in his own he gets so upset.

Have you seen your child use the Social Studies targeted skill(s) at home or in the community?

☒ YES

☐ NO

COMMENTS:

he does @ he gets his backpack to school he gets the shoes when he wants to go to school or to the store.

3) The student's Science targeted skill(s):

Express wants and needs

he gets his soup and a can opener to open it and gets his pickles + spoon.

Have you seen your child use the Science targeted skill(s) at home or in the community?

☒ YES

☐ NO

COMMENTS:

in the summer time he helps in the garden flowers to help when it grows.

4) The student's Science targeted skill(s):

Play cooperatively or parallel with other children
he has gotten along comfortably around other
children as far as interacting & playing with him.

Have you seen your child use the Science targeted skill(s) at home or in the community?

✓ YES

✓ NO

COMMENTS:

he don't have alot of friends to play with
but my friend little boy he will play and
concentrate with him and his cousin little boy he
follows every where when play come other too his cousin
2 yrs old little girl she is walk little he sit
and look's at her alot because she so much littler
than he is he a giant accour to her but she is
so little and he amaze with her. he has gotten
a lot better with so many things, not crying, doing
what he is asked to do.

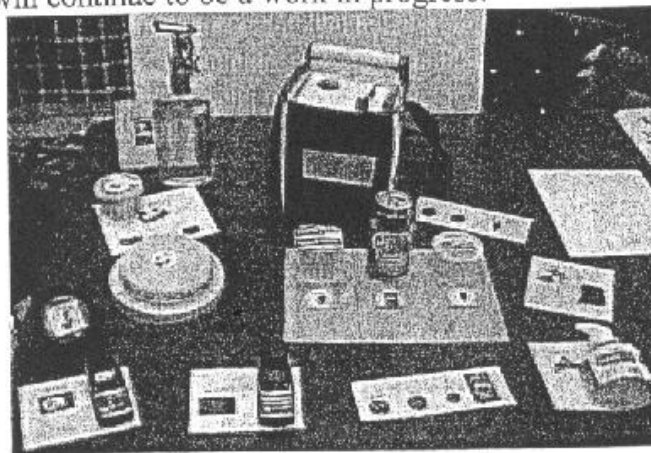
Student's Present Mode of Communication

Travis' Mode of Communication

Learning an effective means of communication has been top priority for Travis for the past several years. Currently Travis is working on using actual objects and pictures combined to communicate wants, needs, and choices. Such examples of this include using a daily personal schedule (as shown in personal schedule section of this assessment), using jigs to make, and having a "need to toilet" and "need to get a drink" card with objects with him at all times. In addition, a big mack single switch has been used to ask questions and state repetitive responses. A multi-level, seven step communicator switch has been implemented during reading class enabling Travis to take a turn reading part of the daily story.

Travis' mother reports he says "Mama" at home, as well as leads her a given area if he wants something from that area. For instance, if he is hungry, he will lead her to the kitchen or if he needs to toilet, he will lead her to the bathroom. At school, Travis has not made recognizable words, but has initiated going to a certain place if he wants something from that area. Examples of this at school include walking to the water fountain when he wants a drink and going to the bathroom if he needs to use it. Travis does reach for people as well as take their hand and lead them to the door as if to request, "Please take me away!" Going to get his backpack and coat, not necessarily at the appropriate times, is another communication Travis often exhibits, apparently wishing it to be time to go home.

Travis occasionally grins or smiles indicating he likes an activity, especially if he is leaving from an activity. More often, however, Travis cries when he does not want to engage in an activity. He subsides rather quickly though in comparison to previous years. Travis certainly communicates in an assortment of ways, but an effective means of communication will continue to be a work in progress.



TRAVIS' PERSONAL SCHEDULE



Travis's personal schedule is a converted lunch bag full of daily activities. Travis carries it everywhere he goes.



When opened, a single picture and a related object are on the card indicating what his next activity will be.



Travis removes the top card only and places it on the front of the bag, which indicates the activity is in progress.



Upon completion of the activity, Travis places the card in a "finished" basket in whichever classroom he happens to be at the time.



Next, he removes the card presently on top, places it on the front of the bag, and he's off to the next activity.

When the bag is empty, Travis knows there is nothing left to do today, therefore, it is time to go home!

Activity #1

SETTINGS

6. Science

DATA PERIOD 2
pages 9-21

8/2-14, 17

Student Name: TravisDOB: 4-11-92Grade: 4

ENGLISH/LANGUAGE ARTS ENTRY TABLE OF CONTENTS

* Refer to Tennessee Curriculum Framework for detailed information regarding content standards and demonstration of learning expectations

PROCESS & CONTENT STANDARDS EVIDENCED: (Check all Curriculum Standards evidenced within this entry)

☒ writing☒ elements of reading☒ reading

EVIDENCE INCLUDED IN THIS ENTRY

CONTEXT

State the targeted functional skill: Follow one step directions☒ Check here if age appropriate materials and activities are shown throughout this portfolio.☒ Check here if functional materials and activities are shown throughout this portfolio.

List Standards-based Activities evidenced in this entry:

- Read out loud
- Turn pages of book
- Write name on paper

☐ Check here if more activities are listed on the back of this page.

Directions: List pages numbers to indicate where the following types of evidence are located in this entry.

DATA PERIOD 1

CHOICE

pages 2-7Chooses within or among activities E/L - 2, 3, 5, 7Monitors performance E/L - 2Evaluates performance E/L - 2Plans performance E/L - 2Adjusts performance E/L - 2

SUPPORTS

Peer tutor support _____

Natural support w/ partial teacher participation _____

Extensive natural support E/L - 2, 3, 5, 7Adaptations E/L - 2, 3, 5, 7

SETTINGS (List settings and give page numbers for evidence)

1. Social Studies E/L - 2, 32. Reading E/L - 2, 53. History E/L - 2, 74. English _____5. Library _____☒ Check here if more activities are listed on the back of this page.

PEER INTERACTIONS

E/L - 2, 3, 5, 7

DATA PERIOD 2

pages 9-21E/L - 9, 10, 11, 13, 14, 15, 17, 19E/L - 10, 14E/L - 10, 14E/L - 10, 14E/L - 10, 14E/L - 10, 14E/L - 9, 10, 11, 12, 13, 14, 15, 17, 19E/L - 9, 10, 11, 12, 13, 14, 15, 17, 19E/L - 14, 19E/L - 10, 11, 12E/L - 9, 10, 14, 15E/L - 10, 13E/L - 9, 10, 11, 12, 13, 14, 15, 17, 19

PORTFOLIO VALIDATION

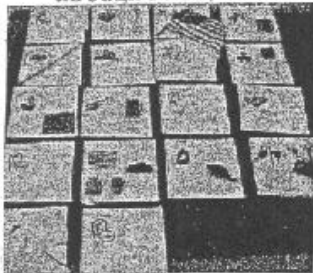
We, the undersigned, participated actively in either the planning, monitoring or evaluation of the instructional programming designed to meet the specified standards of the TCAP-Alt.

Instructional Team Signatures:

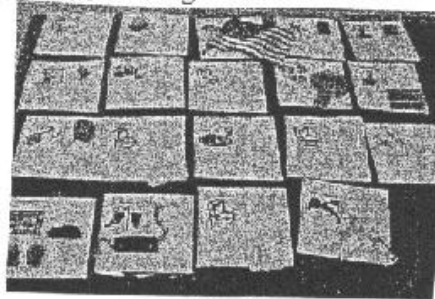
Name: <u>Elizabeth</u>	_____	Parent
Name: <u>Sandy</u>	_____	Position <u>Special Ed. Teacher</u>
Name: <u>Mary</u>	_____	Position <u>Reg. Ed. Teacher</u>
Name: <u>Judy M</u>	_____	Position <u>Librarian</u>
Name: <u>Judith</u>	_____	Position <u>music</u>
Name: <u>Joe</u>	_____	Position <u>Guidance</u>
Name: <u>Melony</u>	_____	Position <u>Computer Lab</u>
Name: <u>Gordon</u>	_____	Position <u>P.E. Teacher</u>
Name: <u>Elizabeth</u>	_____	Position <u>Speech Pathologist</u>
Name: <u>Missy</u>	_____	Position <u>Sp Ed Assist</u>
Name: <u>Sharon</u>	_____	Position <u>Art</u>

The logistics to Travis' schedule include the following:

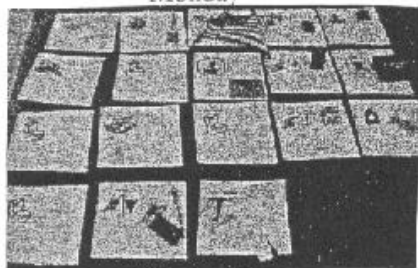
Each day of the week has a set of cards since classroom schedules carry day-to-day to adjust for things such as weekly art, music, library, guidance, p.e. and computer lab. All cards have Velcro on the back for attaching it to the front of the bag when needed. Monday through Friday's schedule is as follows:



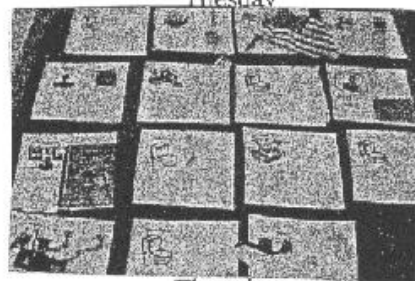
Monday



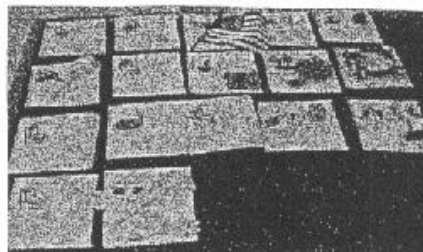
Tuesday



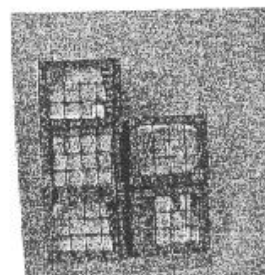
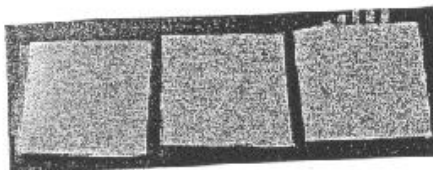
Wednesday



Thursday



Friday



At the end of each day, an educational assistant gathers all the day's cards and puts them back in order for their next use by looking on the back on the cards and simply putting them back in numerical order (as shown above on left.) Finally, all cards not in use are stored in crates with each day having it's own crate.

Important F.Y.I. for the Reviewer

Activity: Read out loud ("Brief Summary of Seminole History")

Age Appropriate Materials: Article from the Internet that 4th grade students found while researching the topic of Indians.

Choice: Chose partner to read with him

Supports

Natural Support: Same-age peer assisted Travis by prompting him to read at predetermined designated times by pushing the preprogrammed seven-level communicator (augmentative communication device).

Adaptation: Since Travis does not speak, the seven-level communicator allows Travis to "read" at designated times. Each time he pushes the button, it plays a prerecorded message; in this case, up to 7 sentences were programmed in for Travis to "read" upon request. The actual portion Travis read is highlighted on the "Brief Summary of Seminole History."

Setting: General education 4th grade Social Studies class

Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn the pages. Travis truly is a member of Ms. Shaw's general education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)



History

where we came from

Brief Summary of Seminole History

For thousands of years before the coming of Europeans to southeastern North America, perhaps as many as 400,000 of the ancestors of the Seminoles built towns and villages and complex civilizations across the vast area. After 1510, when the Spaniards began to explore and settle in their territory, disease killed many of these people, but they were never "destroyed" or "conquered" as so many of the white men's history books proclaim. The survivors amalgamated across the peninsula of Florida and continued their lives.

When the first English speakers entered the area of the Southeast that is now Florida, in 1763, they found many of these survivors — from tribes such as the Euchee, Yamasee, Timugua, Tequesta, Abalachi, Coça, and hundreds of others, living as "free people" across the head of the Florida peninsula, on the Alachua savannah (the area now known as Alachua County). In Maskókî, the core language, *istî siminoli* meant that they were "free people" because they had never been dominated by the Spaniards or the English interlopers. In the Hitchiti dialect of Maskókî, today known as Mikisúkî, the same phrase was *yat'siminoli*. English speakers ignored their separate tribal affiliations and just called them all Seminoles, or Seminoles.

Further north, in the area now known as Georgia, English traders, who had begun to settle in 1690, found many other Maskókî tribes living along low-lying creeks, especially the Oconî and Ogichî tribes, and, once again ignoring the realities of the Natives' lives, they began to refer to these

Home
History
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Indian Removal
Ocala and Abaka
No Surrender
Survival in the Swamp
The Council Oak
Seminole Today
The Future
Bibliography
Genealogy and Anthropology
Back to the History Page

Important F.Y.I. for the Reviewer

Activity: Read out loud ("Drought Destroys Crops, Livelihoods")

Age Appropriate Materials: Article from the Internet that 4th grade students found while researching the topic of dust bowls.

Choice: Chose partner to read with him

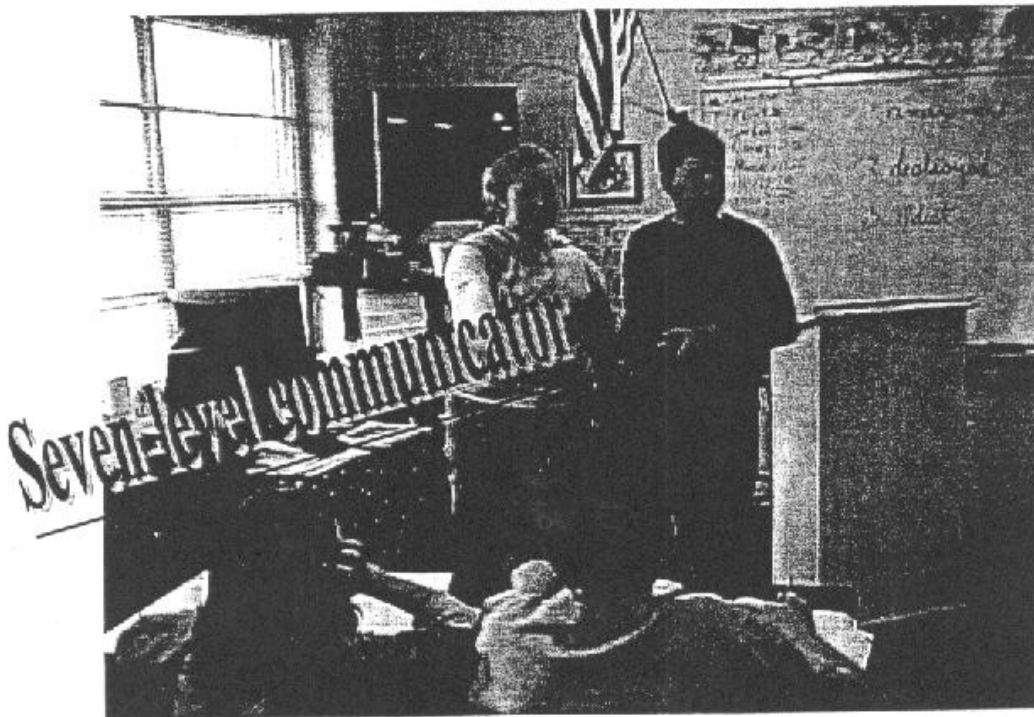
Supports

Natural Support: Same-age peer assisted Travis by prompting him to read at predetermined designated times by pushing the preprogrammed seven-level communicator (augmentative communication device).

Adaptation: Since Travis does not speak, the seven-level communicator allows Travis to "read" at designated times. Each time he pushes the button, it plays a prerecorded message; in this case, up to 7 sentences were programmed in for Travis to "read" upon request. The actual portion Travis read is highlighted on the "Drought Destroys Crops, Livelihoods."

Setting: General education 4th grade Reading class

Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn the pages. Travis truly is a member of Ms. [redacted]'s general education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)



May 18, 2002

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An insurance adjuster displays a drought-damaged wheat plant from a field near Richfield, Kan. The plant lacks a fully developed root system due to a lack of precipitation since the summer of 2001 in southwest Kansas. (Charlie Riedel/AP Photo)

Drought Destroys Crops, Livelihoods

Farmers, Ranchers: Conditions Just as Dry and Damaging as 1930s Dust Bowl

By Bill Redeker
abcNEWS.com

L A M A R, Colo., May 18 — John Stulp, a wheat farmer, is harvesting dirt.

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- Quiet Construction of Camp Could Complicate U.S. War Plans
- Rocker Murder Arrest Reopens Old Wounds
- Too Many Vitamins Can Be Bad for You

"We had to come out here with a chisel and chisel up these dirt clods, bring them up on the surface to keep the topsoil from blowing around," he says.

Stulp, like hundreds of other farmers and ranchers, is trying to keep history from repeating itself. This High Plains community in southeastern Colorado was the heart of the 1930s Dust Bowl, and conditions today are every bit as dry as they were 70 years ago.

Chiseling up the clods of dirt holds down the dust and keeps it from blowing away. Stulp says his farm hasn't received any measurable rain in nearly a year and he's already lost his winter wheat crop.

In the nearby Arkansas River Valley, corn farmer Bob Wilger is confronted with the same problem: no water. The Amity Canal, built in 1860, usually carries runoff from melted mountain snow, but this year it has delivered only one "run."

Wilger will probably not raise corn this summer and will harvest only one cutting of hay.

"I'm not sure how we'll get through it all," he says. "We'll find a way, but I don't know how it will all come about."

Farmers Already Struggling Under Debt

Government loans, crop insurance and subsidies are a solution, but agricultural officials say a lot of farmers are already in debt and don't want to incur more.

Important F.Y.I. for the Reviewer

Activity: Read out loud ("Abraham Lincoln")

Age Appropriate Materials: Article from the Internet that 4th grade students found while researching the topic of presidents.

Choice: Chose partner to read with him

Supports

Natural Support: Same-age peer assisted Travis by prompting him to read at predetermined designated times by pushing the preprogrammed seven-level communicator (augmentative communication device).

Adaptation: Since Travis does not speak, the seven-level communicator allows Travis to "read" at designated times. Each time he pushes the button, it plays a prerecorded message; in this case, up to 7 sentences were programmed in for Travis to "read" upon request. The actual portion Travis read is highlighted on the "Abraham Lincoln."

Setting: General education 4th grade **History/Social Studies class**

Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn the pages. Travis truly is a member of Ms. [redacted] general education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)

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Abraham Lincoln

Lincoln warned the South in his Inaugural Address: "In your hands, my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war. The government will not assail you.... You have no oath registered in Heaven to destroy the government, while I shall have the most solemn one to preserve, protect and defend it."

Lincoln thought secession illegal, and was willing to use force to defend Federal law and the Union. When Confederate batteries fired on Fort Sumter and forced its surrender, he called on the states for 75,000 volunteers. Four more slave states joined the Confederacy but four remained within the Union. The Civil War had begun.

The son of a Kentucky frontiersman, Lincoln had to struggle for a living and for learning. Five months before receiving his party's nomination for President, he sketched his life:

"I was born Feb. 12, 1809, in Hardin County, Kentucky. My parents were both born in Virginia, of undistinguished families--second families, perhaps I should say. My mother, who died in my tenth year, was of a family of the name of Hanks.... My father ... removed from Kentucky to Indiana in my eighth year. It was a wild region with many ha-



Activity #2

Important F.Y.I. for the Reviewer

Activity: Turn page of book – following along in textbook during English lesson

Age Appropriate Materials: 4th grade general education textbook

Choice: Chose partner to assist him

Supports

Natural Support: Peer prompted Travis to turn the page.

Adaptation: Page buffers used to assist Travis in turning one page at a time. (Sample at the bottom of this page.)



Setting: General education 4th grade English class


























Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn the pages. Travis truly is a member of Ms. [redacted] general education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)



(English/L.A.)

Follow one step directions:

Turn page 8 of book

Today's Date	1-8-03	1-9-03	1-21-03
It's time for (class or subject)	English	Reading	Libraries
My teacher for this class is	Mrs. S.	Mrs. S.	Mrs. S.
Our class's lesson today is	adjectives	Reading	How to read
Today, I need to work on	being quiet	Being quite	Keeping hand on book
For this activity I chose	  	 	 
	? Other	? Other	? Other
Today I worked	 (1) on following directions  (2) on  	 (1) on following directions  (2) on  	 (1) on following directions  (2) on 
	Very good Just so-so Not good at all	Very good Just so-so Not good at all	Very good Just so-so Not good at all
Next time I will work harder on	  Following directions  Keeping my hands to myself or on the book ? Other	 Being quiet  Following directions  Keeping my hands to myself or on the book ? Other	 Being quiet  Following directions  Keeping my hands to myself or on the book ? Other
Peer partner's initials	B M	J.M.B.	J.C.B.

Important F.Y.I. for the Reviewer

Activity: Turn page of book – following along in textbook during Reading lesson

Age Appropriate Materials: 4th grade general education reading textbook

Choice: Chose partner to assist him

Supports

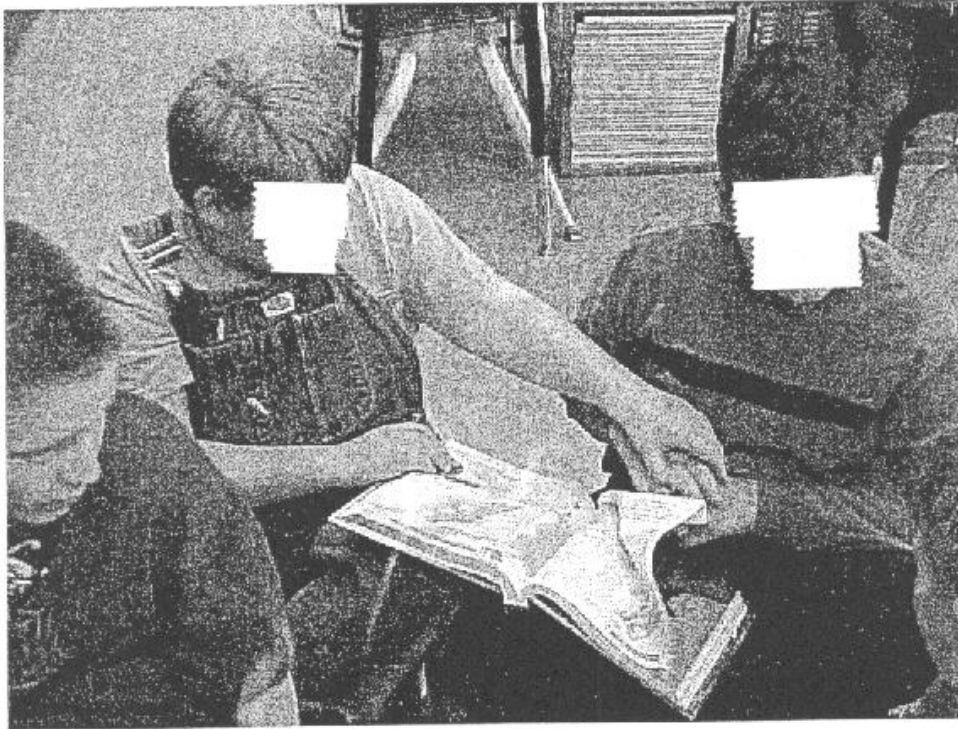
Natural Support: Peer prompted Travis to turn the page.

Adaptation: Page buffers used to assist Travis in turning one page at a time. (Sample at the bottom of this page.)

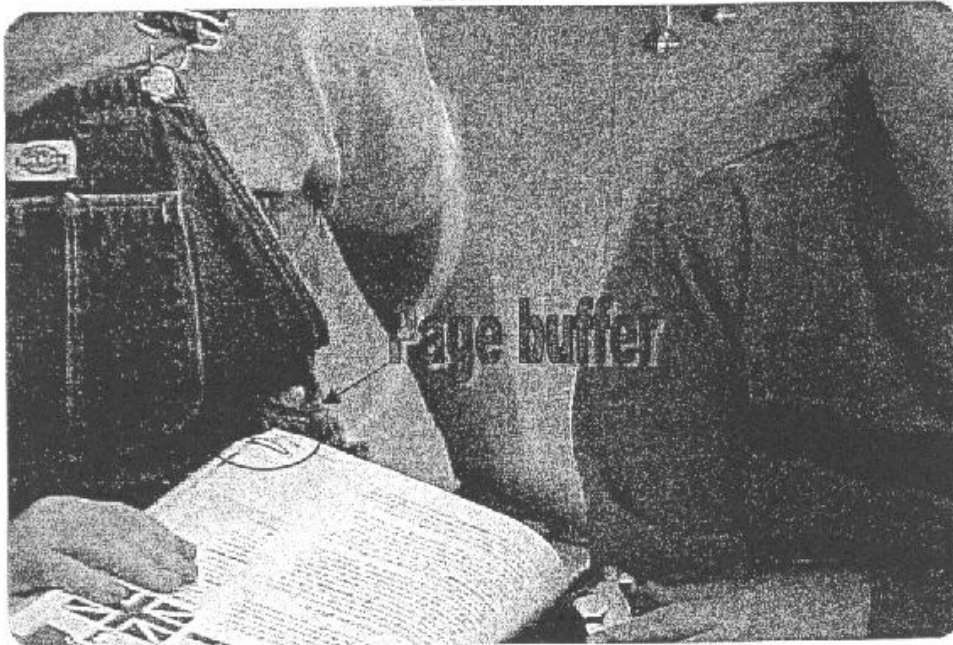
Setting: General education 4th grade Reading class

Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn the pages. Travis truly is a member of Ms. _____ general education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)

Picture #1



Picture #2



Important F.Y.I. for the Reviewer

Activity: Turn page of book – looking through books in the library

Age Appropriate Materials: Library books from the school library in the K-4 school

Choice: Chose book he wanted (with the help of a peer guiding him to age appropriate books, identifying several to choose from instead of just randomly picking from the shelves, and telling Travis a little about each book).

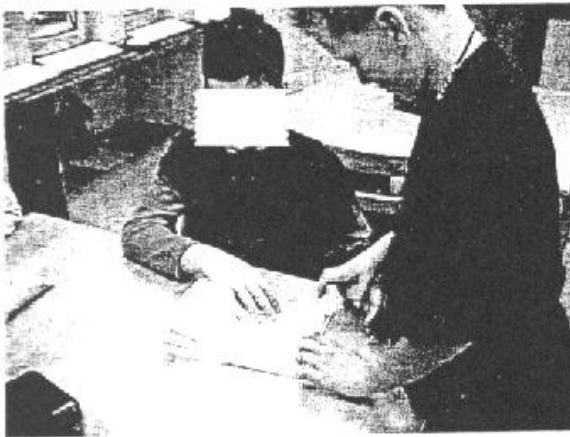
Supports

Natural Support: Peer assisted Travis in his book selection, as well as when to turn the page.

Adaptation: Page buffers used to assist Travis in turning one page at a time. (Sample at the bottom of this page.)

Setting: General education 4th grade **Library** class








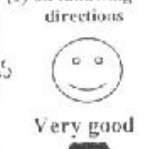










Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn the pages. Travis truly is a member of Ms. _____ general education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)



Activity #3

(English/L.A.)

Follow one step directions: put (stamp) name on paper.

Today's Date	2-3-03	2-4-03	2-12-02
It's time for (class or subject)	English	since	Social Studies
My teacher for this class is	Mrs. ...	Mrs. ...	Mrs. ...
Our class lesson today is	nouns	air	stats
Today, I need to work on	following directions	Following Directions	being quiet
For this activity I chose			
	? Other	? Other	? Other
Today I worked	 (1) on following directions Very good Just so-so Not good at all	 (2) on following directions Very good Just so-so Not good at all	 (1) on following directions Very good Just so-so Not good at all
	 (2) on following directions Very good Just so-so Not good at all	 (1) on following directions Very good Just so-so Not good at all	 (2) on following directions Very good Just so-so Not good at all
Next time I will work harder on	 Being quiet  Following directions  Keeping my hands to myself or on the book ? Other	 Being quiet  Following directions  Keeping my hands to myself or on the book ? Other	 Being quiet  Following directions  Keeping my hands to myself or on the book ? Other
Peer partner's initials	J.C.S.	G.K.L.	B.M.

Important F.Y.I. for the Reviewer

Activity: Write (stamp) name on English assignment

Age Appropriate Materials General education 4th grade English assignment from teacher workbook

Choice: Chose peer to assist him (within his immediate area)

Supports

Natural Support: A peer assists him in choosing which color ink he wants and stamping both his first and last name

Adaptation: Two name stamps used, one for first name and one for last name

Settings Dimension General education 4th grade English class

Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, specifically for self-help and behavioral issues, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn the pages. Travis truly is a member of Ms. [redacted] general education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)

Test Nouns

UNIT 3 PART A

NOUNS

Identifying nouns: Choose the sentence in which a noun is underlined.
Mark your answer.

- Sample: ☐ a. Matty plays baseball.
☐ b. His team is very good.
☐ c. They will play a game tomorrow.
☒ d. His friends hope his team will win.

1. ☐ a. We have two dogs and a cat.
☐ b. In the summer the dogs sleep on the front porch.
☐ c. Tammie is a nine-year-old poodle.
☐ d. She likes to watch television with us.
2. ☐ a. Dom is reading an interesting book.
☐ b. It is about desert animals.
☐ c. The book contains many pictures.
☐ d. He has learned a lot from the book.
3. ☐ a. Many people in Greenville grow roses.
☐ b. They come in many different colors.
☐ c. These pink roses smell sweet.
☐ d. Someday I will grow roses.
4. ☐ a. Tom can play the piano.
☐ b. Sherry plays the flute.
☐ c. They will play a song for us.
☐ d. They have practiced hard for a week.
5. ☐ a. The children were looking at snowflakes.
☐ b. A snowflake is a drop of frozen water.
☐ c. All snowflakes have six sides.
☐ d. No two snowflakes are alike.



Important F.Y.I. for the Reviewer

Activity: Write (stamp) name on Science assignment

Age Appropriate Materials: General education 4th grade Science assignment from teacher workbook

Choice: Chose peer to assist him (within his immediate area)

Supports

Natural Support: A peer assists him in choosing which color ink he wants and stamping both his first and last name

Adaptation: two name stamps used, one for first name and one for last name

Setting:

General education 4th grade Science class

Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, specifically for self-help and behavioral issues, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn the pages. Travis truly is a member of Ms. general education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)

Silver Burdett Ginn Science
DISCOVERYWORKS

Unit E: Weather and Climate

Travis

Chapter 1: **THE AIR AROUND US**

On your answer sheet fill in the circle of the best answer.

1. Air is a mixture of _____.
A. liquids
B. spheres
C. gases
D. layers
2. The movement of air is called _____.
A. weather
B. atmosphere
C. wind
D. troposphere
3. A hot-air balloon can fly because warm air _____.
A. sinks
B. rises
C. falls
D. cools
4. The blanket of air that surrounds Earth is called the _____.
A. sea breeze
B. biosphere
C. greenhouse effect
D. atmosphere
5. What is the lowest layer of the atmosphere called?
A. troposphere
B. stratosphere
C. thermosphere
D. mesosphere

Important F.Y.I. for the Reviewer

Activity: Write (stamp) name on Social Studies assignment

Age Appropriate Materials: General education 4th grade Social Studies assignment from teacher workbook

Choice: Chose peer to assist him (within his immediate area)

Supports

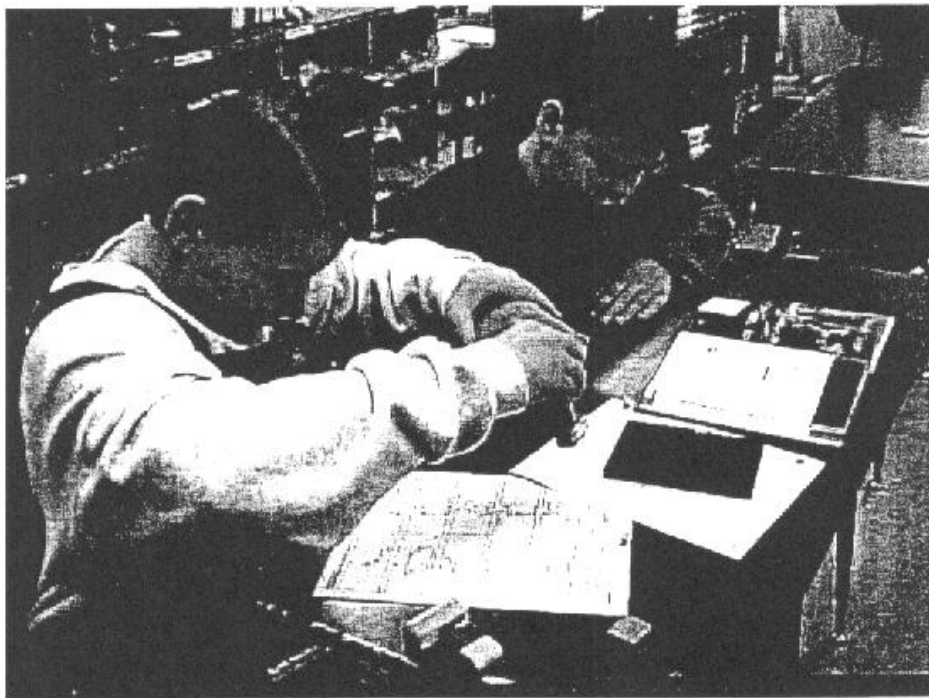
Natural Support: A peer assists him in choosing which color ink he wants and stamping both his first and last name

Adaptation: two name stamps used, one for first name and one for last name

Setting:

General education 4th grade Social Studies class

Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, specifically for self-help and behavioral issues, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn the pages. Travis truly is a member of Ms. general education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)





Mystery States I

States/Capitals

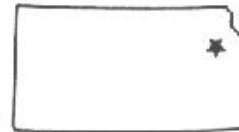
Name _____

Can you identify these state shapes? Use a U.S.A. map. Write the name of the state and its capital city ★.

1.



6.



2.



7.



3.



8.



4.



9.



5.



10.





Mystery States II

Name _____

Can you identify these state shapes? Use a U.S.A. map. Write the name of the state and its capital city ★.

1.



2.



6.



7.



3.



8.



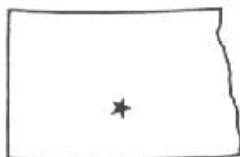
4.



9.



5.



10.



Student Name: Travis

DOB: 4-11-92

Grade: 4

MATH ENTRY TABLE OF CONTENTS

* Refer to Tennessee Curriculum Framework for detailed information regarding content standards and demonstration of learning expectations

PROCESS & CONTENT STANDARDS EVIDENCED: (Check all Curriculum Standards evidenced within this entry)

- ☒ numbers and operations ☐ measurement
☐ algebra ☐ data analysis and probability
☒ geometry

EVIDENCE INCLUDED IN THIS ENTRY

CONTEXT

State the targeted functional skill: one to one correspondence

- ☒ Check here if age appropriate materials and activities are shown throughout this portfolio.
☒ Check here if functional materials and activities are shown throughout this portfolio.

List Standards-based Activities evidenced in this entry:

1. pass out supplies to each student
2. build a gingerbread house
3. purchase a snack/drink

☐ Check here if more activities are listed on the back of this page.

Directions: List page numbers to indicate where the following types of evidence are located in this entry.

	DATA PERIOD 1	DATA PERIOD 2
CHOICE	pages 2-5	pages 5-10
Chooses within or among activities	M 2, 3, 4, 5	M 5, 6, 7, 8, 9, 10
Monitors performance	M 3	M 6, 8
Evaluates performance	M 3	M 6, 8
Plans performance	M 3	M 6, 8
Adjusts performance	M 3	M 6, 8
SUPPORTS		
Peer tutor support		
Natural support w/ partial teacher participation		
Extensive natural support	M 2, 3, 4, 5	M 5, 6, 7, 8, 9, 10
Adaptations	M 3, 4, 5	M 5, 6, 7, 8, 9, 10
SETTINGS (List settings and give page numbers for evidence)		
1. <u>Music</u>	M 2, 3	
2. <u>Reading</u>	M 3, 4	
3. <u>Art</u>	M 3, 5	
4. <u>Math</u>		M 5, 6
5. <u>Snack</u>		M 7, 8, 10
<input checked="" type="checkbox"/> Check here if more activities are listed on the back of this page.	M 2, 3, 4	M 5, 6, 7, 8, 9, 10
PEER INTERACTIONS		

SETTINGS

DATA PERIOD 2

Purchase a Asset

Days

Lunch Time

M-S,9

Activity #1

Important F.Y.I. for the Reviewer

Activity: Pass out supplies to each child

Age Appropriate Materials: 4th grade Music books

Choice: Chose peer partner to assist him

Supports

Natural Support: A peer walked with him in handing the items out to each child and verbally/physically assisted him in giving only one to each child.

Adaptation:

Setting: General education 4th grade Music class





















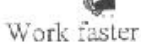



Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn the pages. Travis truly is a member of Ms. General education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)



(Math)

One to one correspondence:

Pass out supplies to each student

Today's Date	10-23-02	11-21-02	12-26-02
It's time for (class or subject)	Music	Reading	Art
My teacher for this class is	Ms.	Mrs.	Mrs.
Our class lesson today is	Rhythm	Reading test over chapters 1st	How to make gingerbread men
Today, I need to work on	work faster	work faster	Work by himself
For this activity I chose			
	? Other	? Other	? Other
Today I worked	<div> <div>(1) 1:1 correspondence</div> <div>  <p>Very good</p> </div> </div> <div> <div>(2) on</div> <div>  <p>Very good</p> </div> </div>	<div> <div>(1) 1:1 correspondence</div> <div>  <p>Very good</p> </div> </div> <div> <div>(2) on</div> <div>  <p>Very good</p> </div> </div>	<div> <div>(1) 1:1 correspondence</div> <div>  <p>Very good</p> </div> </div> <div> <div>(2) on</div> <div>  <p>Very good</p> </div> </div>
	<div> <div>Just so-so</div> <div>  <p>Just so-so</p> </div> </div> <div> <div>Just so-so</div> <div>  <p>Just so-so</p> </div> </div>	<div> <div>Just so-so</div> <div>  <p>Just so-so</p> </div> </div> <div> <div>Just so-so</div> <div>  <p>Just so-so</p> </div> </div>	<div> <div>Just so-so</div> <div>  <p>Just so-so</p> </div> </div> <div> <div>Just so-so</div> <div>  <p>Just so-so</p> </div> </div>
	Not good at all	Not good at all	Not good at all
Next time I will work harder on	<div>  <p>One to one correspondence (one per person/one at a time)</p> </div> <div>  <p>Doing it myself (no physical assistance)</p> </div> <div>  <p>Work faster</p> </div>	<div>  <p>One to one correspondence (one per person/one at a time)</p> </div> <div>  <p>Doing it myself (no physical assistance)</p> </div> <div>  <p>Work faster</p> </div>	<div>  <p>One to one correspondence (one per person/one at a time)</p> </div> <div>  <p>Doing it myself (no physical assistance)</p> </div> <div>  <p>Work faster</p> </div>
	? Other	? Other	? Other
Peer partner's initials	A.M.T.	D.K.C.	J.M.B.

Important F.Y.I. for the Reviewer

Activity: Handing out test to each child

Age Appropriate Materials: 4th grade test to 4th grade general education students

Choice: Peer to assist him

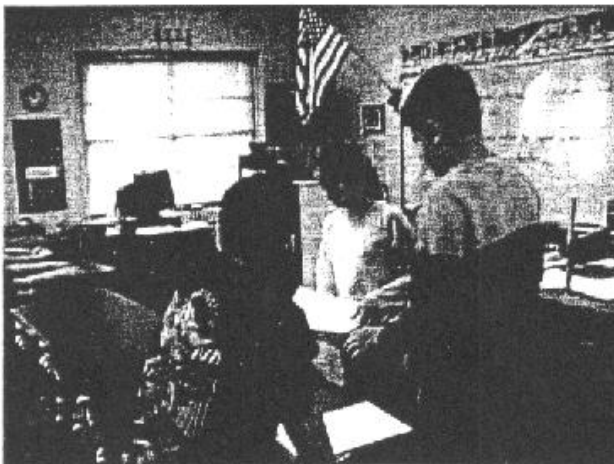
Supports

Natural Support: A peer walked with him giving him verbal and/or physical prompts as needed to give one test to each student

Adaptation: Requiring a peer to assist a student in handing out papers is an adaptation

Setting: General education 4th grade **Reading Class**

Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn the pages. Travis truly is a member of Ms. [redacted] general education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)



Important F.Y.I. for the Reviewer

Activity: Making a Gingerbread House

Age Appropriate Materials: All ages make gingerbread houses!

Choice: Chose group to work with

Supports

Natural Support: Peers prompted Travis to hand them one item at a time, sometimes assisting Travis in placing the item in the correct place on the house, and sometime taking the item from Travis to place on the house.

Adaptation: When Travis had difficulty picking up just one item at a time, the peer would separate the items apart instead of having all items in one heap, e.g., separating out 4—5 marshmallows instead of a bowl of marshmallows.

Setting: General education 4th grade

Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn the pages. Travis truly is a member of Ms. _____ general education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)





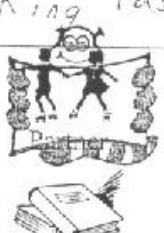


















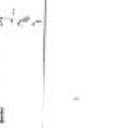




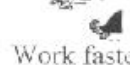






Two 4th grade classes worked on this project for a set time over several days. In order for them to have enough working space, different groups worked in different areas – this group was on a table in the hallway. The teachers incorporated geometric shapes/designs and patterns with this activity. All the kids really enjoyed this!



Activity #2

(Math)

One to one correspondence: Build a gingerbread house

Today's Date	12-3-02	12-4-02	12-5-02
It's time for (class or subject)	Math	Math	Math
My teacher for this class is	Mrs. [unclear]	Mrs. [unclear]	Mrs. [unclear]
Our class lesson today is	Making patterns	Maken patterns	making patterns
Today, I need to work on	working faster	do it himself	working faster
For this activity I chose			
	? Other	? Other	? Other
Today I worked	 (1) 1:1 correspondence  Very good  Just so-so  Not good at all (2) on  Very good  Just so-so  Not good at all working faster	 (1) 1:1 correspondence  Very good  Just so-so  Not good at all (2) on  Very good  Just so-so  Not good at all do it himself	 (1) 1:1 correspondence  Very good  Just so-so  Not good at all (2) on  Very good  Just so-so  Not good at all working faster
Next time I will work harder on	 One to one correspondence (one per person/one at a time)  Doing it myself (no physical assistance)  Work faster ? Other	 One to one correspondence (one per person/one at a time)  Doing it myself (no physical assistance)  Work faster ? Other	 One to one correspondence (one per person/one at a time)  Doing it myself (no physical assistance)  Work faster ? Other
Peer partner's initials	MAH	Bm	B. C. B

M6

Important F.Y.I. for the Reviewer

Activity: Purchase a snack (soft drink)

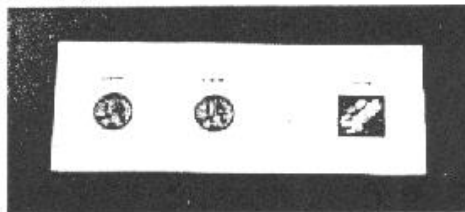
Age Appropriate Materials: Real money to buy a real drink

Choice: Partner to assist him in purchase

Supports

Natural Support: A peer assists Travis in placing the correct coins on his money jig, prompts him to hold money until they reach the machine, then prompts him to put the money in the appropriate slot and get the item from the machine.

Adaptation: Money jig -



Setting: General education 4th grade snack time

Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn pages. Travis truly is a member of Ms. [redacted] general education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)






























Activity #3

(Math)

One to one correspondence:

purchase a snack/drink ^{(using}

Today's Date	1-28-03	2-3-03	2-4-03
It's time for (class or subject)	Snack	Lunch	snack
My teacher for this class is	Mrs. [unclear]	Mrs. [unclear]	Mrs. [unclear]
Our class lesson today is	Having Snack	Having Lunch	Having snack
Today, I need to work on	do by self	do by self	work faster
For this activity I chose			
	? Other	? Other	? Other
Today I worked	(1) 1:1 correspondence  Very good  Just so-so  Not good at all	(2) on do by self  Very good  Just so-so  Not good at all	(1) 1:1 correspondence  Very good  Just so-so  Not good at all
	(2) on do by self  Very good  Just so-so  Not good at all	(1) 1:1 correspondence  Very good  Just so-so  Not good at all	(2) on work faster  Very good  Just so-so  Not good at all
Next time I will work harder on	 One to one correspondence (one per person/one at a time)  Doing it myself (no physical assistance) Work faster ? Other	 One to one correspondence (one per person/one at a time)  Doing it myself (no physical assistance) Work faster ? Other	 One to one correspondence (one per person/one at a time)  Doing it myself (no physical assistance) Work faster ? Other
Peer partner's initials	V.S.	K.A.	B.B.

Important F.Y.I. for the Reviewer

Activity: Purchase a drink (soft drink)

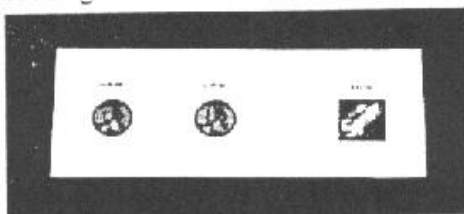
Age Appropriate Materials: Real money to buy a real drink

Choice: Partner to assist him in purchase

Supports

Natural Support: A peer assists Travis in placing the correct coins on his money jig, prompts him to hold money until they reach the machine, then prompts him to put the money in the appropriate slot and get the item from the machine.

Adaptation: Money jig -



Setting: General education 4th grade lunch time (Travis is allowed to buy/drink Sprite for lunch since he is allergic to milk.)

Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn pages. Travis truly is a member of Ms. _____'s general education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)

Important F.Y.I. for the Reviewer

Activity: Purchase a snack (water/fruit drink)

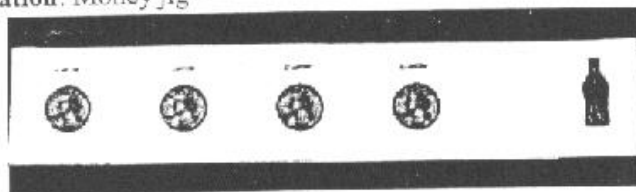
Age Appropriate Materials: Real money to buy a real drink

Choice: Partner to assist him in purchase

Supports

Natural Support: A peer assists Travis in placing the correct coins on his money jig, prompts him to hold money until they reach the machine, then prompts him to put the money in the appropriate slot and get the item from the machine.

Adaptation: Money jig -



Setting: General education 4th grade snack time

Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn pages. Travis truly is a member of Ms. [redacted] general education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)



Student Name: Travis

DOB: 4-11-92

Grade: 4

SCIENCE ENTRY TABLE OF CONTENTS

* Refer to Tennessee Curriculum Framework for detailed information regarding content standards and demonstration of learning expectations.

PROCESS AND CONTENT STANDARDS EVIDENCED: (Check all Curriculum Standards evidenced within this entry)

☒ life science ☐ earth & space science ☐ physical science

EVIDENCE INCLUDED IN THIS ENTRY

CONTEXT

State the targeted functional skill. Express wants and needs

- ☒ Check here if age appropriate materials and activities are shown throughout this portfolio.
☒ Check here if functional materials and activities are shown throughout this portfolio.

List Standards-based Activities evidenced in this entry:

1. Use personal schedule (daily)
2. Selling candy bars
3. requesting/choosing to get a drink of water

☐ Check here if more activities are listed on the back of this page.

Directions: List page numbers to indicate where the following types of evidence are located in this entry.

	DATA PERIOD 1	DATA PERIOD 2
CHOICE	pages	pages
Chooses within or among activities	<u>S-2, 3</u>	<u>S-4, 5, 6, 7</u>
Monitors performance	<u>S-3</u>	<u>S-5, 7</u>
Evaluates performance	<u>S-3</u>	<u>S-5, 7</u>
Plans performance	<u>S-3</u>	<u>S-5, 7</u>
Adjusts performance	<u>S-3</u>	<u>S-5, 7</u>
SUPPORTS		
Peer tutor support		
Natural support w/ partial teacher participation		
Extensive natural support	<u>S-2, 3</u>	<u>S-4, 5, 6, 7</u>
Adaptations	<u>S-2, 3</u>	<u>S-4, 5, 6, 7</u>
SETTINGS (List settings and give page numbers for evidence)		
1. <u>Spelling</u>	<u>S-2, 3</u>	
2. <u>Art</u>	<u>S-2, 3</u>	
3. <u>P.E.</u>	<u>S-2, 3</u>	<u>S-6, 7</u>
4. <u>Speech</u>		<u>S-4, 5</u>
5. <u>Snack area & free time</u>		<u>S-4, 5</u>
<input checked="" type="checkbox"/> Check here if more activities are listed on the back of this page.		
PEER INTERACTIONS	<u>S-2, 3</u>	<u>S-4, 5, 6, 7</u>

SETTINGS

PAGES

Data Period 2

morning
Break Time
(Hallway)

S-6, 7

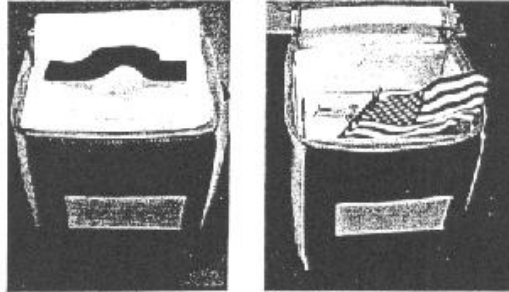
Data Period 2

Activity #1

Important F.Y.I. for the Reviewer

Activity: Use personal daily schedule

Age Appropriate Materials: All objects used for Travis' personal schedule are as similar to actual objects used as possible. The bag that Travis uses to carry his schedule is actually a thermal lunch bag adapted to fit Travis' needs.



Choice: Travis chooses peer to assist him in changing his schedule from one activity to the next.

Supports

Natural Support: All peers in his classroom are familiar with his schedule and can assist him in identifying the activity is finished and which activity is next.

Adaptation: Travis does not appear to be able to read and continues to have difficulty distinguishing pictures; therefore, a combination of pictures and objects are used. In addition, Travis seems to have difficulty with too many pictures/objects at one time; therefore, his schedule is made for him only to see the one (next) activity at a time since the picture/object cards are stacked vertically in the lunch bag.

Setting: General education 4th grade: The data sheet presented as evidence in this portfolio documents Travis using the personal schedule in Spelling, Art, and P.E. classes. In actuality, Travis uses this daily schedule at all times, every day at school.





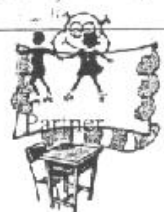















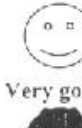







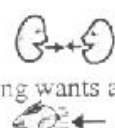


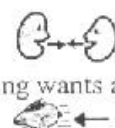

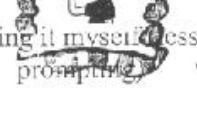

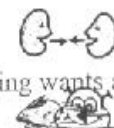

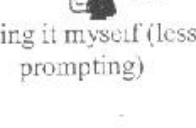

Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn the pages. Travis truly is a member of Ms. Shaw's general education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)



(Science)

Express wants and needs:

Use personal schedule (daily)

Today's Date	10-21-02	10-22-02	10-23-02
It's time for (class or subject)	Spelling	Art	P.E.
My teacher for this class is	Mrs.	Mrs.	Mr.
Our class's lesson today is	change y to i and o	clay	T-E-A
Today, I need to work on	Doing it myself	faster	Doing it myself
For this activity I chose	 Where to sit  Other	 Where to sit  Other	 Where to sit  Other
Today I worked	 (1) communicating wants and needs  Very good  Just so-so  Not good at all (2) on Doing it myself  Very good  Just so-so  Not good at all	 (1) communicating wants and needs  Very good  Just so-so  Not good at all (2) on faster  Very good  Just so-so  Not good at all	 (1) communicating wants and needs  Very good  Just so-so  Not good at all (2) on  Very good  Just so-so  Not good at all
Next time I will work harder on	 Expressing wants and needs  Responding faster  Doing it myself (less prompting)  Other	 Expressing wants and needs  Responding faster  Doing it myself (less prompting)  Other	 Expressing wants and needs  Responding faster  Doing it myself (less prompting)  Other
Peer partner's initials	M.F.	B.M.	E.W.

Activity #2

Important F.Y.I. for the Reviewer

Activity: Sell candy bars

Age Appropriate Materials: Boxes of candy bars were issued to every student (whose parents agreed to allow their children to sell) as a school wide fundraiser.

Choice: Travis chose the peer partner to go with him for selling, as well as where to sit/stand and set up his display of candy bars.

Supports

Natural Support: Same age, general education peers assisted Travis in his selling endeavors.

Adaptation: Since Travis does not speak, a Big Mack communicator was prerecorded to say: "Will you buy a candy bar?"

Setting: General education 4th grade snack and free times

Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn the pages. Travis truly is a member of Ms. general education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)



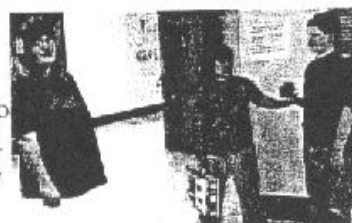
This was one of Travis' first attempts at sells. At first, he kept wanting to shut the box, we accused him of wanting to keep all the candy to himself!



Ms. Liz (Speech Therapist) check each bar out carefully!



Finally, money is exchanged and sale is complete!













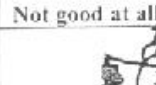


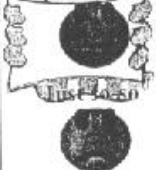
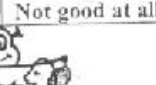



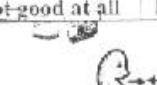



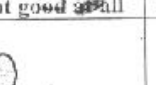



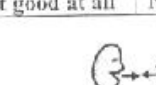












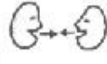





This was a later sell; it seemed to go a little smoother, although we changed to a seven-level communicator and Travis had difficulty holding it and the candy box at the same time!

(Science)

Express wants and needs:

Sell candy bars (School wide fundraiser)
12-5-02

Today's Date	12-4-02	12-5-02	12-6-02			
It's time for (class or subject)	Speech	Snack	School Fundraiser			
My teacher for this class is	Ms. [unclear]	Ms. [unclear]	Ms. [unclear]			
Our class's lesson today is	don't [unclear]	Snack time	selling candy bars			
Today, I need to work on	don't [unclear]	expressing his wants and needs	Do it myself			
For this activity I chose	 Partner  Where to sit  Other	 Partner  Where to sit  Other	 Partner  Where to sit  Other			
Today I worked	 (1) communicating wants and needs  Very good  Just so-so  Not good at all	 (2) on don't [unclear]  Very good  Just so-so  Not good at all	 (1) communicating wants and needs  Very good  Just so-so  Not good at all	 (2) on expressing his wants and needs  Very good  Just so-so  Not good at all	 (1) communicating wants and needs  Very good  Just so-so  Not good at all	 (2) on Do it himself  Very good  Just so-so  Not good at all
Next time I will work harder on	 Expressing wants and needs  Responding faster  Doing it myself (less prompting)  Other	 Expressing wants and needs  Responding faster  Doing it myself (less prompting)  Other	 Expressing wants and needs  Responding faster  Doing it myself (less prompting)  Other			
Peer partner's initials	J.C.-S	V.S.	K.B.			

Activity #3

Important F.Y.I. for the Reviewer

Activity: Requesting a drink of water

Age Appropriate Materials: water from water fountain in school hallway

Choice: Travis chose partner to walk with him to water fountain

Supports

Natural Support: Same age, general education peer assists him in using the water request card and accompanying him to the fountain in the hallway.

Adaptation: Travis cannot verbally tell if he wants a drink of water, therefore a communication card is used to indicate whether or not he wants a drink.

Setting: General education 4th grade P.E. class and morning break time

Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn the pages. Travis truly is a member of Ms. [redacted]'s general education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)



(Science)

Express wants and needs:

Requesting/choosing whether or not
to get a drink of water.

Today's Date	1-22-03	2-5-03	2-13-03
It's time for (class or subject)	P.E.	Morning Break	Morning Break
My teacher for this class is	Mr.	Mrs.	Mrs. J. - [unclear]
Our class lesson today is	run	doing a	ezelling
Today, I need to work on	Do it by his self	do it by his self	Doing By himself
For this activity I chose	 Where to sit ? Other	 Where to sit ? Other	 Where to sit ? Other
Today I worked	 (1) communicating wants and needs Very good (2) on Do it by his self Very good Just so-so Not good at all 	 (1) communicating wants and needs Very good (2) on do it by his self Very good Just so-so Not good at all 	 (1) communicating wants and needs Very good (2) on Doing By himself Very good Just so-so Not good at all
Next time I will work harder on	 Expressing wants and needs Responding faster Doing it myself less prompting ? Other	 Expressing wants and needs Responding faster Doing it myself less prompting ? Other	 Expressing wants and needs Responding faster Doing it myself less prompting ? Other
Peer partner's initials	J.M.B.	J.C.S.	G.K.C.

Student Name: TravisDOB: 4-11-92 Grade: 4

SOCIAL STUDIES ENTRY TABLE OF CONTENTS

* Refer to Tennessee Curriculum Framework for detailed information regarding content standards and demonstration of learning expectations

PROCESS AND CONTENT STANDARDS EVIDENCED: (Check all Curriculum Standards evidenced within this entry)

☐ historical awareness ☒ communication ☐ history ☐ economics ☒ governance & civics
☐ historical research ☐ problem solving ☒ geography ☒ culture ☒ individuals, groups, interaction

EVIDENCE INCLUDED IN THIS ENTRY

CONTEXT

State the targeted functional skill: Imitate body movements☒ Check here if age appropriate materials and activities are shown throughout this portfolio.☒ Check here if functional materials and activities are shown throughout this portfolio.

List Standards-based Activities evidenced in this entry:

- Dance with peers
- Participate in Pledge of Allegiance
- Walk in class line

☐ Check here if more activities are listed on the back of this page.

Directions: List page numbers to indicate where the following types of evidence are located in this entry.

	DATA PERIOD 1	DATA PERIOD 2
CHOICE	pages	pages
Chooses within or among activities	<u>SS-2,3,4</u>	<u>SS-5,6,7,8</u>
Monitors performance	<u>SS-3</u>	<u>SS-6,8</u>
Evaluates performance	<u>SS-3</u>	<u>SS-6,8</u>
Plans performance	<u>SS-3</u>	<u>SS-6,8</u>
Adjusts performance	<u>SS-3</u>	<u>SS-6,8</u>
SUPPORTS		
Peer tutor support		
Natural support w/ partial teacher participation		
Extensive natural support	<u>SS-2,3,4</u>	<u>SS-5,6,7,8</u>
Adaptations	<u>SS-2,3</u>	<u>SS-5,6,7,8</u>
SETTINGS (List settings and give page numbers for evidence)		
1. Assembly (gym)	<u>SS-2,3</u>	
2. Music	<u>SS-3,4</u>	
3. Recess	<u>SS-3,4</u>	<u>SS-3,4</u>
4. Classroom morning Act	<u>SS-5,6</u>	<u>SS-5,6</u>
5. Library, hallway, snack area		<u>SS-7,8</u>
<input type="checkbox"/> Check here if more activities are listed on the back of this page.		
PEER INTERACTIONS	<u>SS-2,3,4</u>	<u>SS-5,6,7,8</u>

Activity #1

Important F.Y.I. for the Reviewer

Activity: Dance with peers – Our school conducted a school wide assembly that was the kick off for a new character education program, “Love in the Real World.” The presenters were very motivating and kept the students interest by leading them in singing, then having the whole student body come out on the gym floor and dance.

Age Appropriate Materials: Lots of loud, current music that appealed to all the students at the K-4 level!

Choice: Chose a partner to dance with

Supports

Natural Support: All the students were dancing and interacting with each other, including Travis was simply a natural occurrence.

Adaptation: A peer did have to persuade Travis to get up and join in the dancing, but no true adaptations were needed.

Setting: General education school wide assembly in the gym

Peer Interaction: The special education teaching assistant was present in the gym (within relatively close proximity to Travis), but Travis’ classmates ensured he participated in the assembly.

(Social Studies)

Imitate body movements:

Dance with peers

Today's Date

8/14/02

11-25-02

11-26-02

It's time for
(class or
subject)

Assembly

Music

Recess

My teacher
for this
class is

Mr.

Mrs. H

Ms.

Our class
lesson
today isIntroduction to
Lapin real work

the limbo

the limbo

Today, I need to
work on

Being quiet

doing it by
himself

being quiet

For this activity
I chose

Where to sit

?

Other



Where to sit

?

Other



Where to sit

?

Other

Today I worked

(1) on imitating
body movements

(2) on

being quiet



Not good at all



Not good at all

(1) on imitating
body movements

(2) on

doing it by
himself

Not good at all



Not good at all

(1) on imitating
body movements

(2) on

being quiet



Not good at all



Not good at all

Next time I will
work harder on

Imitating body movements

Doing it myself (less
physical assistance)

?

Other

Imitating body movements

Doing it myself (less physical
assistance)

?

Other

Imitating body movements

Doing it myself (less physical
assistance)

?

Other

Peer partner's initials



ME

B.M.

A.M.T.

Important F.Y.I. for the Reviewer

Activity: Dance the Limbo

Age Appropriate Materials: Limbo stick – appropriate for all ages!

Choice: Peer to assist him in this excursion

Supports

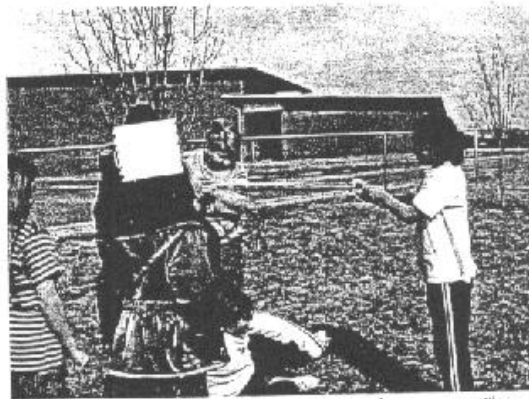
Natural Support: All peers were very supportive in telling and showing Travis how to hold the stick and go under it.

Adaptation: Required a peer to repeatedly prompt him to hold the stick and go under it, but no other significant adaptation was needed.

Setting: General education 4th grade **music class** (the class learned the dance in music class in conjunction with South American cultural dances), then they chose to do it again at recess!

Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn the pages. Travis truly is a member of Ms. [redacted] general education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)

Travis was not the only one to fall!



Kerplunk! That was just too low to go!



Travis didn't even attempt this one, just sat down!

Activity #2

Important F.Y.I. for the Reviewer

Activity: Say the Pledge of Allegiance

Age Appropriate Materials: Large American flag in the classroom; children stand and face the flag.

Choice: Chose partner to stand beside during pledge

Supports

Natural Support: Peer prompts him to hold his hand over his heart during pledge.

Adaptation: Picture schedule used to indicate time for pledge.

Setting: General education 4th grade morning activities

































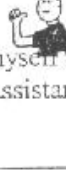
Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn the pages. Travis truly is a member of Ms. _____'s general education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)



(Social Studies)

Imitate body movements:


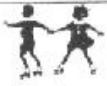



































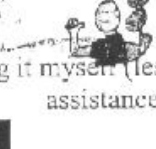



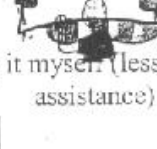

(Hold hand over heart)
Participate in Pledge of Allegiance

Today's Date	2-5-03	2-7-03	2-12-03
It's time for (class or subject)	Morning activities	Morning activities	Morning activities
My teacher for this class is	Mrs.	Mrs.	Mrs.
Our class lesson today is	Pledge	Pledge	Pledge
Today, I need to work on	Doing it by myself	Doing it by myself	Doing it by myself
For this activity I chose	 Partner Where to sit <div style="border: 1px solid black; padding: 5px; display: inline-block;">?</div> Other	 Partner Where to sit <div style="border: 1px solid black; padding: 5px; display: inline-block;">?</div> Other	 Partner Where to sit <div style="border: 1px solid black; padding: 5px; display: inline-block;">?</div> Other
Today I worked	<div style="display: flex; justify-content: space-around;"> <div>  <p>(1) on imitating body movements</p>  <p>Very good</p>  <p>Just so-so</p>  <p>Not good at all</p> </div> <div> <p>(2) on Doing it by myself</p>  <p>Very good</p>  <p>Just so-so</p>  <p>Not good at all</p> </div> </div>	<div style="display: flex; justify-content: space-around;"> <div>  <p>(1) on imitating body movements</p>  <p>Very good</p>  <p>Just so-so</p>  <p>Not good at all</p> </div> <div> <p>(2) on Doing it by myself</p>  <p>Very good</p>  <p>Just so-so</p>  <p>Not good at all</p> </div> </div>	<div style="display: flex; justify-content: space-around;"> <div>  <p>(1) on imitating body movements</p>  <p>Very good</p>  <p>Just so-so</p>  <p>Not good at all</p> </div> <div> <p>(2) on Doing it by myself</p>  <p>Very good</p>  <p>Just so-so</p>  <p>Not good at all</p> </div> </div>
Next time I will work harder on	 <p>Imitating body movements</p>  <p>Being quiet</p>  <p>Doing it myself (less physical assistance)</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">?</div> Other	 <p>Imitating body movements</p>  <p>Being quiet</p>  <p>Doing it myself (less physical assistance)</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">?</div> Other	 <p>Imitating body movements</p>  <p>Being quiet</p>  <p>Doing it myself (less physical assistance)</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">?</div> Other
Peer partner's initials	MF	KA	J.B.

Activity #3

(Social Studies)

Imitate body movements: Walk in class line (transition to designated

Today's Date	1-21-03	2-5-03	2-13-03	Location
It's time for (class or subject)	Library	snack	to get a drink	
My teacher for this class is	Mrs. A	Mrs. E	Mrs. A	
Our class's lesson today is	Leaving Library	Going to snack	Bathroom Break	
Today, I need to work on	Doing By Himself	Do it by his-self	being quiet	
For this activity I chose	  Partner  Where to sit 	 Partner  Where to sit 	 Partner  Where to sit 	
Today I worked	 (1) on Imitating body movements  Very good  Just so-so  Not good at all (2) on Doing By Himself  Very good  Just so-so  Not good at all	 (1) on Imitating body movements  Very good  Just so-so  Not good at all (2) on by himself  Very good  Just so-so  Not good at all	 (1) on Imitating body movements  Very good  Just so-so  Not good at all (2) on being quiet  Very good  Just so-so  Not good at all	
Next time I will work harder on	 Imitating body movements  Being quiet  Doing it myself (less physical assistance) 	 Imitating body movements  Being quiet  Doing it myself (less physical assistance) 	 Imitating body movements  Being quiet  Doing it myself (less physical assistance) 	
Peer partner's initials	G. K. C	A. M. T.	MAH	

Important F.Y.I. for the Reviewer

Activity: Walking in class line (transitioning to designated area)

Age Appropriate Materials: No actual materials needed; all elementary students (K-4) are required to walk in a line when transitioning from one place to the next.

Choice: Chose where to sit when he got to the library, chose partner to stand in front of/behind in line.

Supports

Natural Support: Same age, general education peers in his class assist him in staying in the right place, speeding up (which is a real issue!) and watching where he is going.

Adaptation: A picture/object schedule is used to indicate change of activities.

Setting: General education 4th grade library class, snack and break time

Peer Interaction: A special education teaching assistant always is present in the classroom or school area with Travis, but does not hover over him. Travis' classmates assist him in addressing his areas of need, such as learning to turn the pages. Travis truly is a member of Ms. _____'s general education 4th grade class. (Travis is fully included all day, every day, with the exception of pull out services for speech and language therapy twice a week.)



Lining up to leave library and head back to Ms. _____'s classroom



The class line going to snack